

Trainer's Guide

Module 6.1

Complex communication means



Presenter's name: _____

Date: _____



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1. Augmentative and Alternative communication means (AAC) – Using pictures and symbols.

Learning objectives

In this section, you will learn:

- About communication methods and AAC devices
- About a visual support implementation, limits, and constraints
- How to select the vocabulary to be implemented in an AAC device

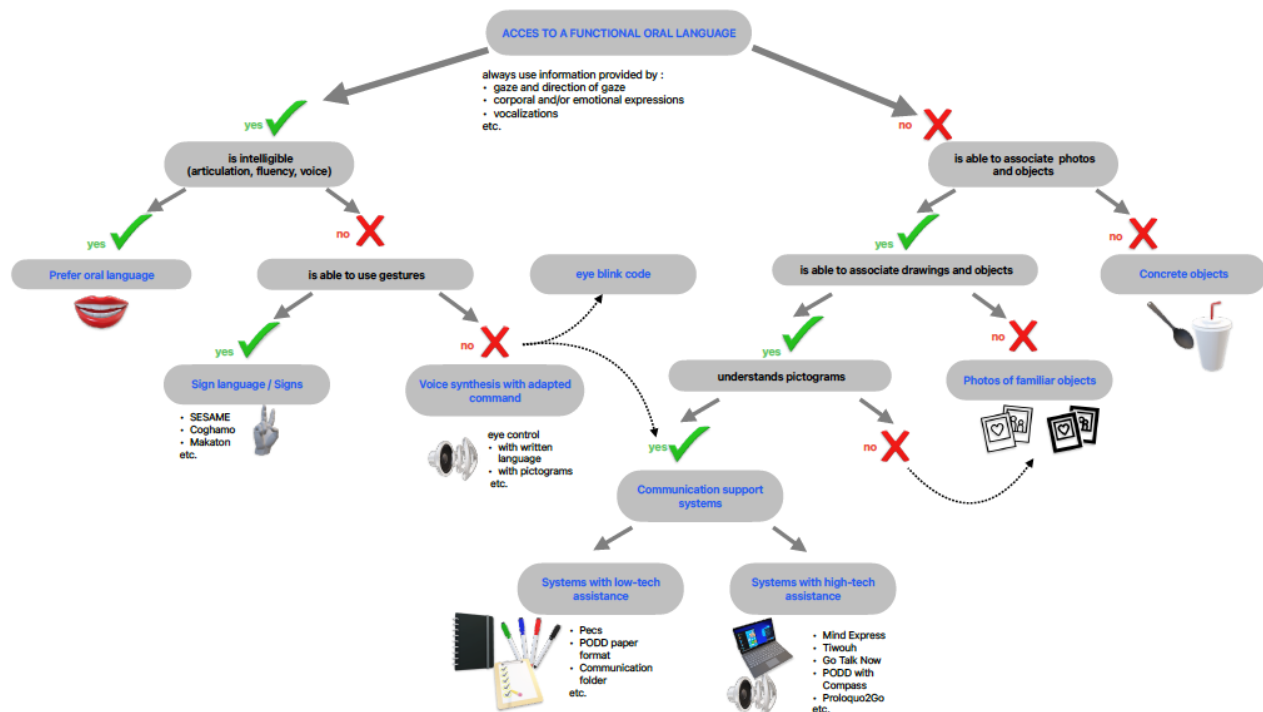
Thinking about the most appropriate communication methods.

According to the American Speech-Language-Hearing Association (ASHA, 2005), "Augmentative and alternative communication (AAC) refers to an area of research, as well as clinical and educational practice. AAC involves attempts to study and when necessary, compensate for temporary or permanent impairments, activity limitations, and participation restrictions of individuals with severe disorders of speech-language production and/or comprehension, including spoken and written modes of communication". (2005, p. 1)

Different kind of AAC can be implement depending on the person characteristics and needs. Beukelman and Light (2020) dived AAC devices in two major categories: unaided and aided systems. An unaided AAC system does not requires any external equipment or technology. In the decision tree below (adapted from Moës, 2022), they are represented by oral language, gestures and signs or eye blink codes (e.g. raising eyes to say "yes" and closing eyes to say "no"). Aides AAC represents



devices involving technology and equipment. In our decision trees they are referred to as systems with low or high-tech assistance. They therefore cover both systems involving the use of pictograms in communication folder and those requiring computer technology.



Starting from the central question of whether the person has access to functional oral language, the decision tree makes it possible to determine, based on the person's language and cognitive abilities, the most appropriate augmentative and alternative communication (AAC) system to implement.

Communication support systems based on gestures.

1 - SESAME method

This is a gesture-based method created in 1990 at the La Clairière institution for people with IDD (Bruxelles, Belgium - <http://www.laclairiere.be/code/page.php?p=306>).

SESAME system is an AAC tool based on sign language deaf people adapted for IDD people. However, unlike sign language for deaf, which has its own syntax, SESAME uses the syntax of spoken language, with which it is always associated.

The theoretical hypothesis on which SESAME system is based is that the use of a sign language system does not hinder the acquisition of oral language but that these two modes of communication are complementary and facilitate communication. SESAME can be used to work on both receptive and expressive communication. Gestures are visual aids that support verbal production. In the event of



pronunciation problems, they help the person with IDD to understand what is being said. They also help the speaker to understand what is being said.

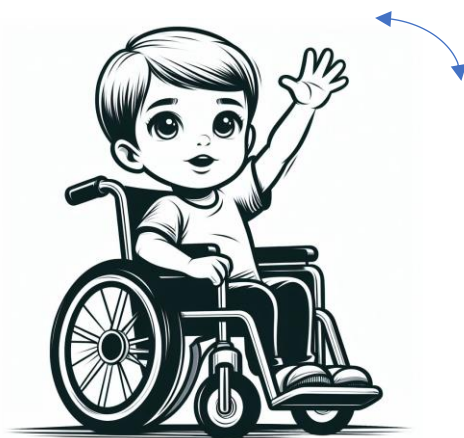
For example: the child makes a triangle with his hands to represent the word "house"; the triangle formed by the joining of the hands represents the roof of the house.



NB: picture generated by AI

2 - Coghamo

Coghamo is a sign language based on signed French and everyday gestures. As this system was initially designed for people with motor disabilities, the gestures have been simplified compared with the original signs. The system has been designed by the French-speaking section of ISAAC network (International Society for Augmentative and Alternative Communication). The Coghamo vocabulary is made up 440 basic words designed to meet the essential needs of people with motor and communication disabilities. Each gesture is presented by a drawing or a video.



NB: picture generated by AI

3 – Makaton

The Makaton programme was developed in the early 1970s **M**argaret Walker, **K**athy Jonhston and **T**ony Cornforth. The aim was to meet the communication needs of children and adults with learning and communication disabilities. This communication and language support programme consists of:



- functional vocabulary used with speech
- signs and/or pictograms

Signs and pictograms represent a set of concepts necessary to communicate. As in the two previous systems (SESAME and Coghamo), the visual representation aims to improve the understanding and expression of the person with special needs.

Makaton system proposes to learn to children a basic vocabulary structured in eight progressive levels that can be enriched as the child progresses and according to various themes.

Communication with Makaton uses spoken language, when possible, combined with signs relating to the most important words. The signs used are derived from sign language and the grammar is that of spoken language rather than that specific to sign language.

Finger-pointing pictograms are also available when the child's motor limitations prevent them from signing.

Makaton is generally used with people whose articulation problems make them difficult or impossible to understand (for example, children with cerebral palsy or Down's syndrome) or with non-verbal autistic people.

Communication support systems based on pictograms – low-tech assistance.

1- PECS – Picture Exchange Communication System (Bondy & Frost, 1994)

The PECS system was initially created to stimulate communication in children with autism spectrum disorders.

The primary objective was to encourage a child who would otherwise avoid communicating with others to do so.

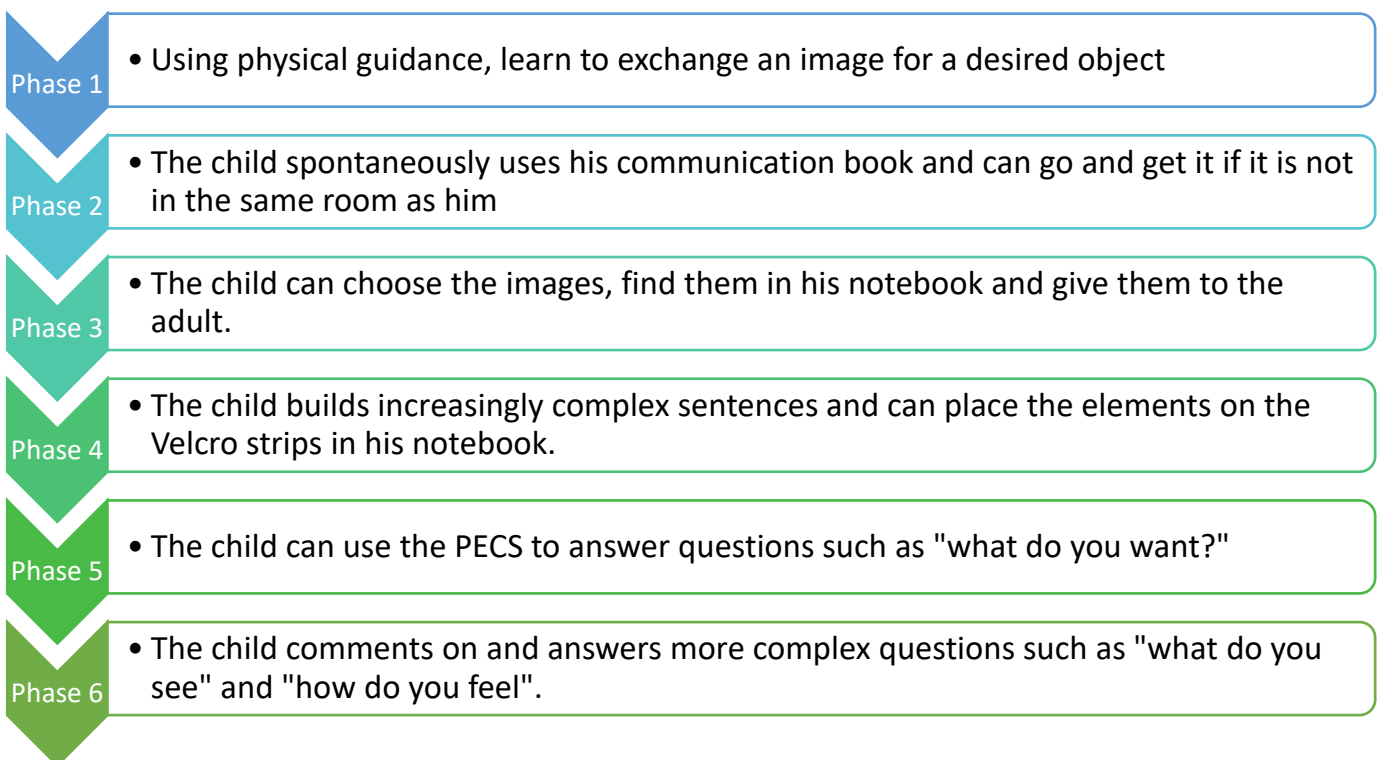
The method consists of six stages of progressive difficulty and communicative requirement aimed at learning to communicate using images and pictograms. In the first stage, the child communicates with the help of a communication partner and a physical prompt (another person). In this first stage, the aim is to get the child to give an interlocutor an image representing a desired object.





NB: picture generated by AI

At the end of the learning process, the child can communicate independently (e.g. ask questions, answer questions, make comments, etc.).



2 - Podd – Pragmatic Organization Dynamic Display : Communication book (Porter & Cafiero, 2009)

The Podd is an AAC system using pictograms and communication folders. It was developed around twenty years ago by an Australian speech therapist, Gayle Porter. The Podd is both a method and a tool enabling people to develop autonomous communication. The vocabulary is organised pragmatically according to the person's needs, giving them rapid access to the pictograms they need to express what they want, when they want. As Porter and Cafiero (2009) explain in their paper, "the



PODD: (a) supports the individual who relies on AAC and his/her communication partners to move efficiently between pages to locate required vocabulary, (b) reduces the time required to access vocabulary to produce multi-symbol messages, (c) provides a strategy for quick access to predictable messages, and (d) enables access to a broad range of vocabulary for spontaneous, unpredicted messages".

PODD can also be use with electronic device as a high-tech assistance system.

Communication support systems based on pictograms – High-tech assistance

1- TIWOUH (Maillart et al., 2015)

TIWOUH is a collaborative technology platform enabling speech therapists to build communication applications for their patients, using new technologies such as speech synthesis and technological interfaces (tablets).

The platform provides the user with:

- An Augmentative and/or Alternative Communication (AAC) tool
- exercises to work on the vocabulary and the syntax needed to use AAC.

It also offers several complementary applications:

- an application for adapting games and books for comment,
- an application for learning conversation,
- an application for creating daily routines.

2 – Go Talk Now

Go Talk Now is an AAC application that allows the machine to speak for the user, who presses the buttons to make the tablet speak for them.

The application uses pictograms organised by theme (for example, drinks, I'm going to the shop, etc.). Each pictogram is associated with a pre-recorded phrase or word. The application is available on IOS and Android



What is the priority when selecting vocabulary and symbols?

The overall communication ability of the IDD person is an important factor for team (therapists, educators, etc.) to consider when selecting vocabulary to place in the AAC tool.

Persons with moderate and severe IDD are unable to create their own lexicon. They must satisfy themselves with vocabulary selected by others.

Two kinds of vocabularies must be considered:

- The vocabulary needed to communicate – core vocabulary,
- The vocabulary needed to develop linguistic competencies – fringe vocabulary.

Core vocabulary

The core vocabulary is so called as it is fundamental to express the person's fundamental needs.

Core words are a small set of simple words that make up 80% of words used in everyday communication (see examples on <http://corevocabulary.weebly.com>).

The core vocabulary is limited to a set of highly useful words. Si it is made up of pronouns (I, you, etc.), verbs (eat, drink, sleep, etc.), descriptors (hot, cold, etc.) and prepositions (in, on, etc.). Core vocabulary contains very few nouns.

Core vocabulary is organized according to the context so that words are available when needed.

Communication boards:

- contain the vocabulary used for meals, dressing, toilet, hobbies, etc.
- are placed where the activity takes place.

Fringe vocabulary

The AAC tool may contain vocabulary that is still unknown or not used by the person. Indeed, this vocabulary is not selected because of its functional need in specific situations but because it can be useful for lexicon and language development.

Usually, it is considered that fringe vocabulary contains different categories of words that can be combined to form a more complex signification:

- nouns (e.g.: person, locations, objects),
- comparative (e.g.: less than, better, etc.),
- generic verbs (e.g.: to do, to give, to take, etc.),



- specific verbs (e.g.: to eat, to drink, to see, etc.),
- emotional words (e.g.: sad, happy, angry, etc.)
- words expressing an affirmation or a negation (e.g.: yes, no, not, etc.)
- words expression recurrence or cessation (e.g.: more, stop, etc.)
- proper names and pronouns referring to persons – proper names can also be used to mark a possession (e.g.: instead of my),
- isolated adjectives (e.g.: warm/hot, clean, etc.) and, in a second time, their opposite
- primary colors (white, black, yellow, blue, and red) which are the simplest one,
- basic prepositions.



How to select the appropriate visual support.

All communication, including visual communication, has two sides:

Receptive side ↓ Anything that provide information	Expressive side ↓ Anything that allows you to express yourself
<ul style="list-style-type: none">• Physical structuring of the environment• Signposting using different forms of representation• Activity planning, timetables	<ul style="list-style-type: none">• Picture and Object Communication System (PECS)• Makaton• Notebook, communication tablet• Speech synthesis

In the context of an AAC, the use of images, photos or pictograms is not always the most appropriate.

Before conceptualizing the communication tool, it is important to define the level of representation of the beneficiary. An easy-to-use tool for determining a person's level of representation is ComFor 2.

ComFor-2 (ComVoor)



<https://www.hogrefe.fr/produit/comfor-2-outil-devaluation-des-precursseurs-de-la-communication/>

Verpoorten et al., 2012

- makes it possible to propose precise recommendations for considering communication using visual aids,
- assess the presentative and representative levels.

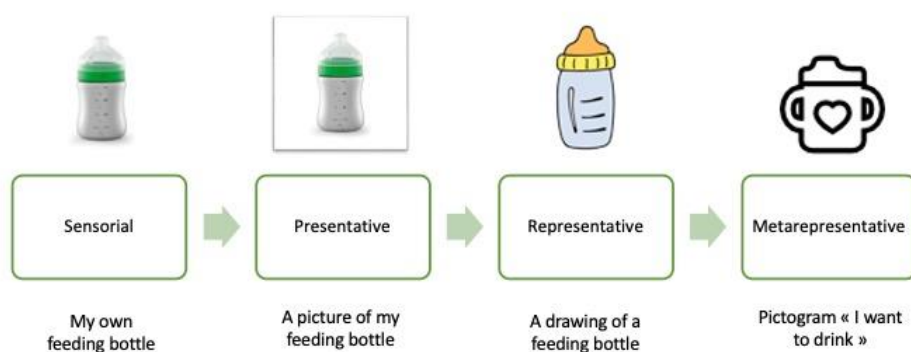
The tool can be used to determine the type of visual representations to which the person has access and their level of symbolisation. If we refer to Rowland's Communication Matrix (2009), described above, we can then determine the next objective in terms of increasing the complexity of communication.

The levels of representation can be:



- sensory
- presentative
- representative
- metarepresentational

Only the presentational and representational levels are assessed by ComFor2. This represents a level of use of concrete symbols (between 12 and 24 months if we refer to Rowland's Communication Matrix)



The sensory level is the most basic. It is a one-way communication



The therapist brings the information to the beneficiary who:

- experiences her/his environment through the sensations it gives her/him,
- is unable to sort, match or give a sense to things,

Things and people only exist when they are physically present

The presentative level represents the sorting level. People put things together because they match identical things in shape and colour, for example.



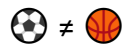


Presentative

A picture of my
feeding bottle

The beneficiary matches identical objects by shape, color, size → salient perceptual features.

She/he does not access the meaning of what is sorted: ⚽ = ⚽ but



→ no generalization to other objects of the same category even based on salient perceptual features.

She/he relies on the here and now.

The representative level is that of the association.



Representative

A drawing of a
feeding bottle

The beneficiary can categorize familiar things based on meaning criteria.

Notions of time are accessible → possibility of proposing a timetable or a planning.



The metarepresentational level is the most complete. It allows the use of abstract symbols (which represents the last two stages in Rowland's Communication Matrix).





Object can be diverted from their usual use.



pencil box

but also



drawings activity

Limits and constraints of a visual code

Type of constraints	Description of limits
Equipment	<ul style="list-style-type: none"> - difficulty in keeping the communication folder available for the child (e.g., stowing it in the chair involves additional constraints), - some caregivers forget about the binder or are unaware of its existence, - low investment in the communication code by the beneficiary.
Linked to the characteristic of the exchange	<ul style="list-style-type: none"> - the interlocutor sometimes must intervene physically to scan the pages of the folder and wait for the beneficiary to validate a pictogram. - exchanges are often costly not only in terms of motor skills but also attention → the slowness and complexity of certain exchanges can be a source of fatigue and loss of message flow. - scanning multiple "irrelevant" concepts can also create interference
Linked to the widespread use of the communication material	<ul style="list-style-type: none"> - the tools do not enable the older beneficiary to access advanced language skills and communicate in a way that is equivalent to natural speech. - content is limited both quantitatively and qualitatively.



	<ul style="list-style-type: none">- subtlety, humour, second degree, etc. remain difficult to access.- it is often access to written language that enables exchanges to be optimized.
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2. Materials Needed

The slides for this presentation (COM-IN_PR3_6_1_AAC, visual communication and symbols_EN.pptx)

A video projector



3. Slides and Content

Slide n°2



Module 6. Complex communication means



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Chapter 1: AAC – Using pictures and symbols

Chapter 2: Oral language

Chapter 3: Written language

Chapter 4: Digital tools and platforms

Chapter 5: Social interactions

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Content :

Notes :

Slide n°3



Module 6.1 Augmentative and Alternative communication means (AAC) – Using pictures and symbols



Erasmus+

Learning Objectives

- What are the main communication methods and AAC devices?
- How to implement a visual support?
- What are the limits and constraints of a visual support?
- How to select the vocabulary to be implemented in an AAC device?

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the European Union

Content :

- In this section, you will learn:
 - About communication methods and AAC devices
 - About a visual support implementation, limits, and constraints
 - How to select the vocabulary to be implemented in an AAC device

Notes :

Slide n°4



Module 6.1 Augmentative and Alternative communication means (AAC) – Using pictures and symbols



Sections

- 6.1.1 Thinking about the most appropriate communication methods
- 6.1.2 Communication support systems based on gestures
- 6.1.3 Communication support systems based on pictograms
 - 6.1.3.1 Low-tech assistance systems
 - 6.1.3.2 High-tech assistance systems
- 6.1.4 What is the priority when selecting vocabulary and symbols ?
- 6.1.5 How to select the appropriate visual support ?
- 6.1.6 Limits and constraints of a visual code

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Content :

Notes :



Slide n°5



6.1.1 Thinking about the most appropriate communication methods



Augmentative and alternative communication (AAC) refers to an area of research, as well as clinical and educational practice.

AAC involves attempts to study and when necessary, compensate for temporary or permanent impairments, activity limitations, and participation restrictions of individuals with severe disorders of speech-language production and/or comprehension, including spoken and written modes of communication.

(ASHA, 2005, p.1)

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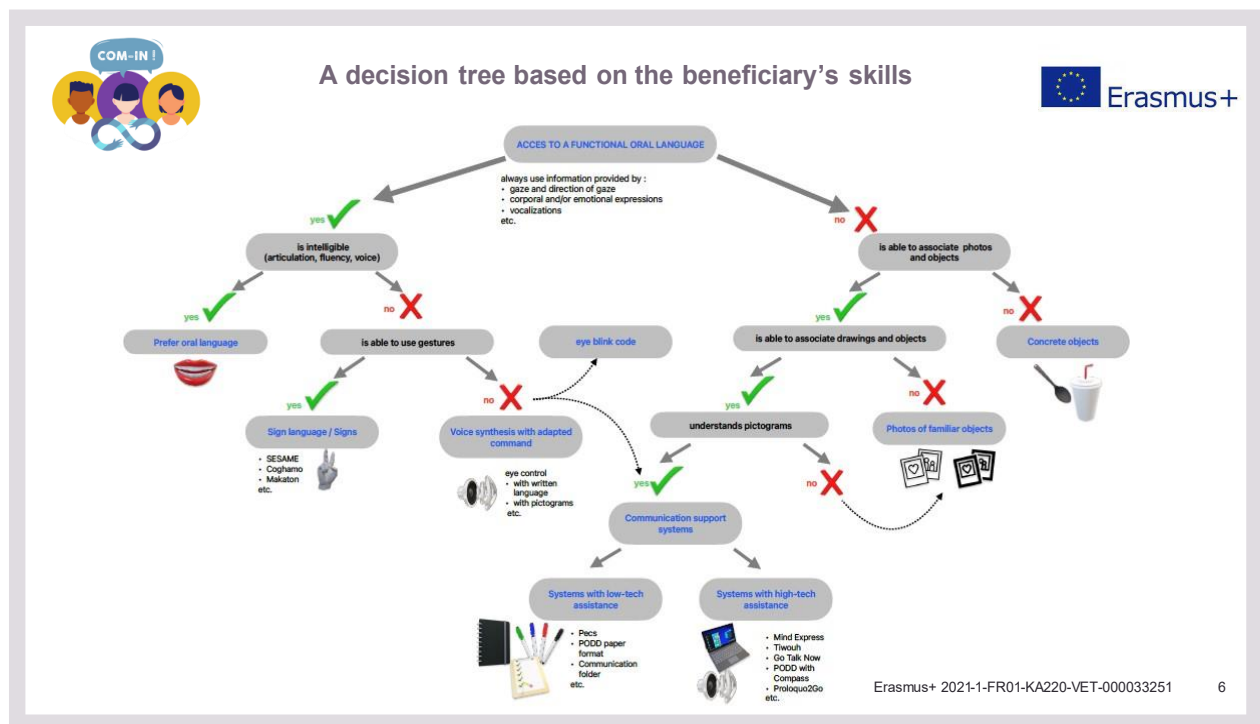
Content :

According to the American Speech-Language-Hearing Association (ASHA, 2005), "Augmentative and alternative communication (AAC) refers to an area of research, as well as clinical and educational practice. AAC involves attempts to study and when necessary, compensate for temporary or permanent impairments, activity limitations, and participation restrictions of individuals with severe disorders of speech-language production and/or comprehension, including spoken and written modes of communication". (2005, p. 1)

Notes :



Slide n°6



Content :

- Different kind of AAC can be implement depending on the person characteristics and needs.
- Beukelman and Light (2020) dived AAC devices in two major categories: **unaided and aided systems**.
 - An unaided AAC system does not requires any external equipment or technology → **In our decision tree**, they are represented by oral language, gestures and signs or eye blink codes (e.g. raising eyes to say "yes" and closing eyes to say "no").
 - Aided AAC represents devices involving technology and equipment → **In our decision tree**, they are referred to as systems with low or high-tech assistance. They therefore cover both systems involving the use of pictograms in communication folder and those requiring computer technology.

Starting from the central question of whether the person has access to functional oral language, the decision tree makes it possible to determine, based on the person's language and cognitive abilities, the most appropriate augmentative and alternative communication (AAC) system to implement.

Notes :



Slide n°7



6.1.2 Communication support systems based on gestures



SESAME method

Based on sign language for deaf people adapted for IDD

Uses the syntax of spoken language

Gestures are visual aids that support verbal production

Can be used to work both on receptive and expressive communication

Gestures and oral language are complementary and facilitate communication

<http://www.laclairiere.be/code/page.php?p=306>

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Content :

- This is a gesture-based method created in 1990 at the La Clairière institution for people with IDD (Bruxelles, Belgium - <http://www.laclairiere.be/code/page.php?p=306>).
- SESAME system is an AAC tool based on sign language for deaf people adapted for IDD people. However, unlike sign language for deaf, which has its own syntax, SESAME uses the syntax of spoken language, with which it is always associated.
- The theoretical hypothesis on which SESAME system is that the use of a sign language system does not hinder the acquisition of oral language but that these two modes of communication are complementary and facilitate communication. SESAME can be used to work on both receptive and expressive communication. Gestures are visual aids that support verbal production. In the event of pronunciation problems, they help the person with IDD to understand what is being said. They also help the speaker to understand what is being said.
- For example: the child makes a triangle with his hands to represent the word "house"; the triangle formed by the joining of the hands represents the roof of the house.

Notes :



Slide n°8



Coghamo

Sign language based on French and everyday gestures (simplified compared to the original ones).

System initially designed for people with motor disabilities.

440 basic words designed to meet the essential needs of people with motor limitations

Each gesture is represented by a drawing or a video

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Content :

Coghamo is a sign language based on signed French and everyday gestures. As this system was initially designed for people with motor disabilities, the gestures have been simplified compared with the original signs.

The system has been designed by the French-speaking section of ISAAC network (International Society for Augmentative and Alternative Communication).

The Coghamo vocabulary is made up 440 basic words designed to meet the essential needs of people with motor and communication disabilities. Each gesture is presented by a drawing or a video

Notes :



Slide n°9



Makaton

Communication and language support using functional vocabulary (speech) + signs and/or pictograms

8 progressive levels that can be enriched as the person progresses

Generally used with people whose articulation problems make them difficult to understand or with non-verbal autistic people

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Content :

The Makaton programme was developed in the early 1970s **Margaret Walker**, **Kathy Jonhston** and **Tony Cornforth**. The aim was to meet the communication needs of children and adults with learning and communication disabilities. This communication and language support programme consists of: functional vocabulary used with speech, signs and/or pictograms

Signs and pictograms represent a set of concepts necessary to communicate. As in the two previous systems (SESAME and Coghamo), the visual representation aims to improve the understanding and expression of the person with special needs. Makaton system proposes to learn to children a basic vocabulary structured in eight progressive levels that can be enriched as the child progresses and according to various themes.

Communication with Makaton uses spoken language, when possible, combined with signs relating to the most important words. The signs used are derived from sign language and the grammar is that of spoken language rather than that specific to sign language.

Finger-pointing pictograms are also available when the child's motor limitations prevent them from signing.

Makaton is generally used with people whose articulation problems make them difficult or impossible to understand (for example, children with cerebral palsy or Down's syndrome) or with non-verbal autistic people.

Notes :



Slide n°10



6.1.3 Communication support systems based on pictograms – low-tech assistance



Picture Exchange Communication System (PECS)

initially created to stimulate communication in children with autism spectrum disorders

Objective : to encourage a child to communicate

6-step procedure: from giving an image to obtain an object to independent communication

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Content :

- The PECS system was initially created to stimulate communication in children with autism spectrum disorders.

The primary objective was to encourage a child who would otherwise avoid communicating with others to do so.

The method consists of six stages of progressive difficulty and communicative requirement aimed at learning to communicate using images and pictograms. In the first stage, the child communicates with the help of a communication partner and a physical prompter (another person). In this first stage, the aim is to get the child to give an interlocutor an image representing a desired object.

At the end of the learning process, the child can communicate independently (e.g. ask questions, answer questions, make comments, etc.).

Step 1 : Using physical guidance, learn to exchange an image for a desired object

Step 2 : The child spontaneously uses his communication book and can go and get it if it is not in the same room as him

Step 3 : The child can choose the images, find them in his notebook and give them to the adult.

Step 4 : The child builds increasingly complex sentences and can place the elements on the Velcro strips in his notebook



Step 5 : The child can use the PECS to answer questions such as "what do you want?"




Step 6 : The child comments on and answers more complex questions such as "what do you see" and "how do you feel".

Notes :

Slide n°11





Pragmatic Organization Dynamic Display : Communication book (PODD)

AAC system using pictograms and communication folders

Enable people to develop autonomous communication

Vocabulary organised pragmatically according to the person's needs

Rapid access to pictograms

Can also be used on electronic device as a high-tech assistance system

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11

Content :

The PODD is an AAC system using pictograms and communication folders. It was developed around twenty years ago by an Australian speech therapist, Gayle Porter. The PODD is both a method and a tool enabling people to develop autonomous communication.

The vocabulary is organised pragmatically according to the person's needs, giving them rapid access to the pictograms they need to express what they want, when they want.

As Porter and Cafiero (2009) explain in their paper, "the PODD: (a) supports the individual who relies on AAC and his/her communication partners to move efficiently between pages to locate required vocabulary, (b) reduces the time required to access vocabulary to produce multi-symbol messages, (c) provides a strategy for quick access to predictable messages, and (d) enables access to a broad range of vocabulary for spontaneous, unpredicted messages".

PODD can also be use with electronic device as a high-tech assistance system.

Notes :



Slide n°12



Communication support systems based on pictograms – High-tech assistance



TIWOUH

Initially created to stimulate communication in children with autism spectrum disorders

Objective: to encourage a child to communicate

6-step procedure: from giving an image to obtain an object to independent communication

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12

Content :

TIWOUH is a collaborative technology platform enabling speech therapists to build communication applications for their patients, using new technologies such as speech synthesis and technological interfaces (tablets).

The platform provides the user with:

- An Augmentative and/or Alternative Communication (AAC) tool exercises to work on the vocabulary and the syntax needed to use AAC.

It also offers several complementary applications:

- an application for adapting games and books for comment,
- an application for learning conversation,
- an application for creating daily routines.

Notes :



Slide n°13



Go Talk Now

AAC application that allows a computer to speak for the user
The software uses pictograms organised by theme

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Content :

Go Talk Now is an AAC application that allows the machine to speak for the user, who presses the buttons to make the tablet speak for them. The application uses pictograms organised by theme (for example, drinks, I'm going to the shop, etc.). Each pictogram is associated with a pre-recorded phrase or word. The application is available on IOS and Android

Notes :



Slide n°14



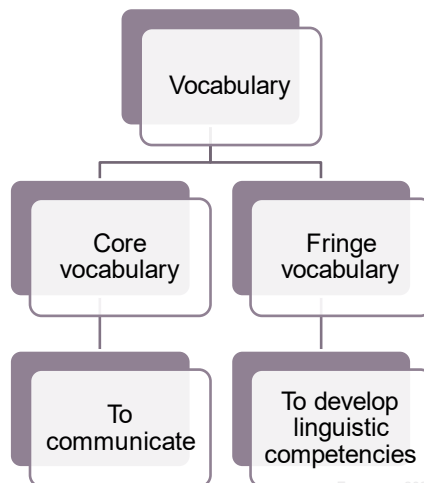
6.1.4 What is the priority when selecting vocabulary and symbols ?



Severe to profound IDD people are unable to create their own lexicon



They must satisfy themselves with vocabulary selected by others



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Content :

The overall communication ability of the IDD person is an important factor for team (therapists, educators, etc.) to consider when selecting vocabulary to place in the AAC tool.

Persons with moderate and severe IDD are unable to create their own lexicon. They must satisfy themselves with vocabulary selected by others.

Two kinds of vocabularies must be considered:

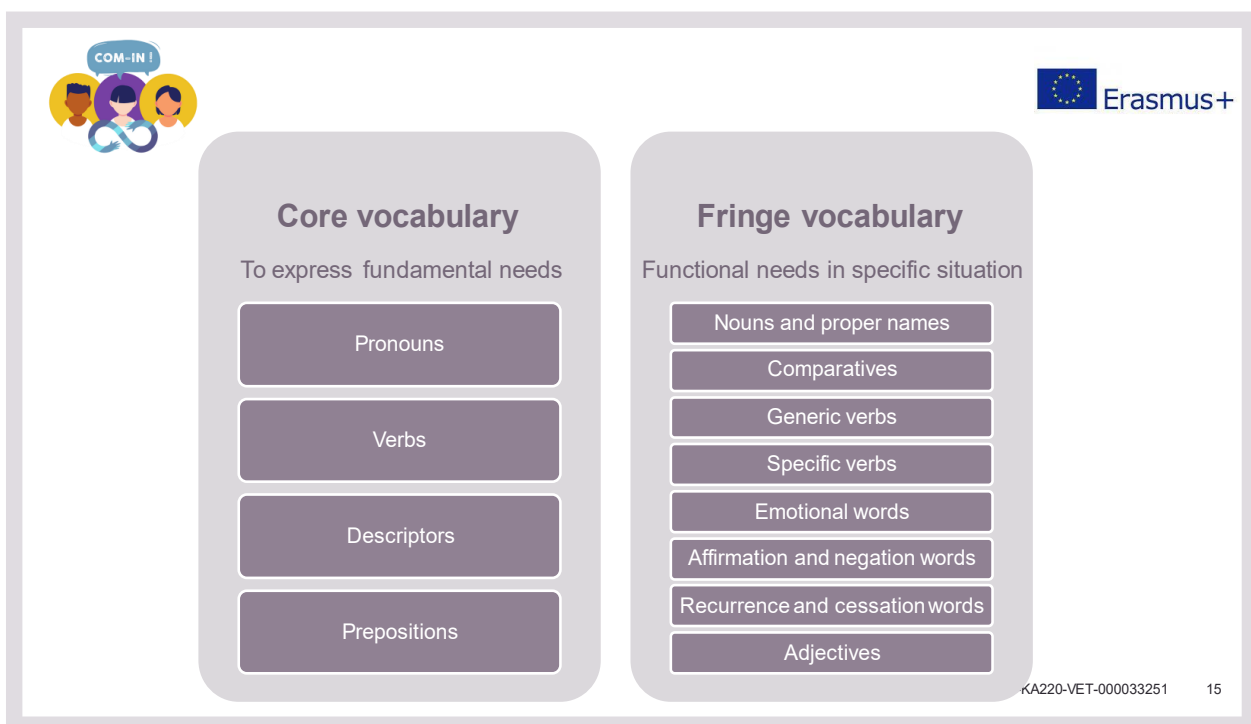
The vocabulary needed to communicate – core vocabulary,

The vocabulary needed to develop linguistic competencies – fringe vocabulary.

Notes :



Slide n°15



Content :

Core vocabulary

- The core vocabulary is so called as it is fundamental to express the person's fundamental needs.
- Core words are a small set of simple words that make up 80% of words used in everyday communication (see examples on <http://corevocabulary.weebly.com>).
- The core vocabulary is limited to a set of highly useful words. It is made up of pronouns (I, you, etc.), verbs (eat, drink, sleep, etc.), descriptors (hot, cold, etc.) and prepositions (in, on, etc.). Core vocabulary contains very few nouns.
- Core vocabulary is organized according to the context so that words are available when needed. Communication boards:
 - contain the vocabulary used for meals, dressing, toilet, hobbies, etc.
 - are placed where the activity takes place.

Fringe vocabulary

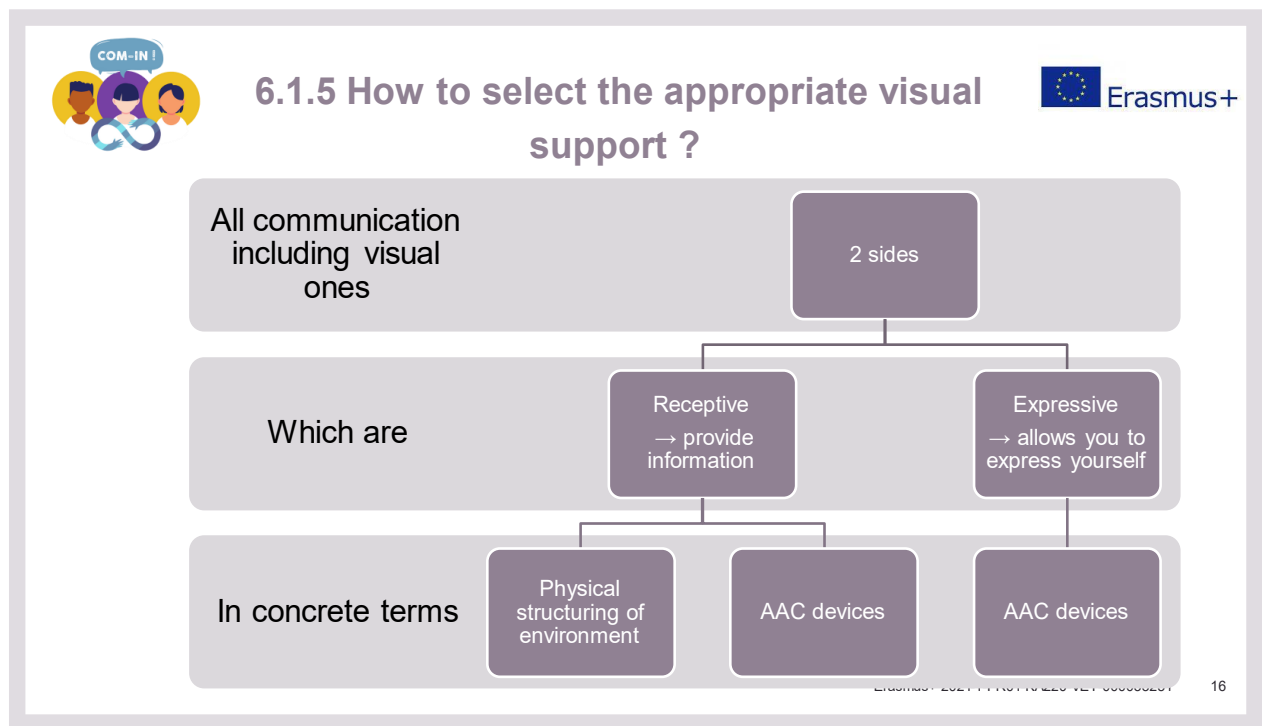
- The AAC tool may contain vocabulary that is still unknown or not used by the person. Indeed, this vocabulary is not selected because of its functional need in specific situations but because it can be useful for lexicon and language development.



- Usually, it is considered that fringe vocabulary contains different categories of words that can be combined to form a more complex signification:
 - nouns (e.g.: person, locations, objects),
 - comparative (e.g.: less than, better, etc.),
 - generic verbs (e.g.: to do, to give, to take, etc.),
 - specific verbs (e.g.: to eat, to drink, to see, etc.),
 - emotional words (e.g.: sad, happy, angry, etc.)
 - words expressing an affirmation or a negation (e.g.: yes, no, not, etc.)
 - words expression recurrence or cessation (e.g.: more, stop, etc.)
 - proper names and pronouns referring to persons – proper names can also be used to mark a possession (e.g.: instead of my),
 - isolated adjectives (e.g.: warm/hot, clean, etc.) and, in a second time, their opposite
 - primary colors (white, black, yellow, blue, and red) which are the simplest one,
 - basic prepositions.

Notes :

Slide n°16



Content :

When using pictures and graphical representations in communication tools, pictograms are not always the best choice.

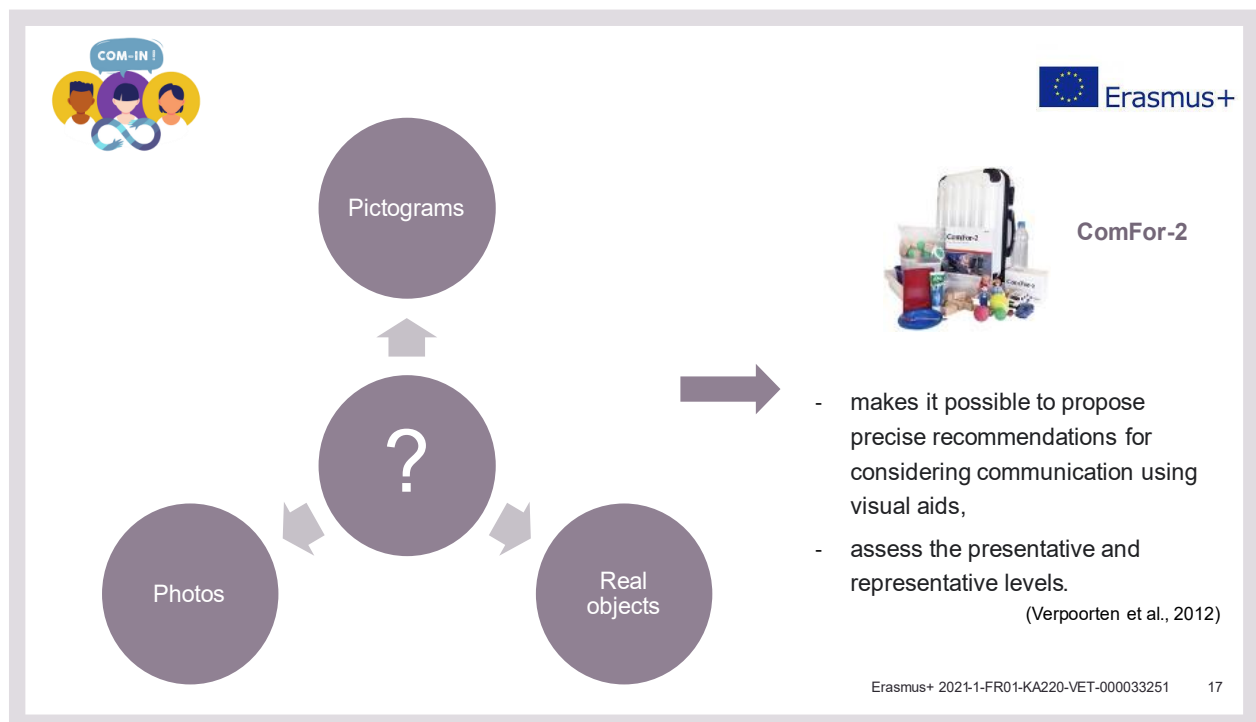
Before conceptualizing the communication tool, it is important to define the level of representation of the beneficiary

In the context of an AAC, the use of images, photos or pictograms is not always the most appropriate.

Before conceptualizing the communication tool, it is important to define the level of representation of the beneficiary. An easy-to-use tool for determining a person's level of representation is ComFor 2.

Notes :

Slide n°17



Content :

In the context of an AAC, the use of images, photos or pictograms is not always the most appropriate.

Before conceptualizing the communication tool, it is important to define the level of representation of the beneficiary. An easy-to-use tool for determining a person's level of representation is ComFor 2.

<https://www.hogrefe.fr/produit/comfor-2-outil-devaluation-des-precursseurs-de-la-communication/>

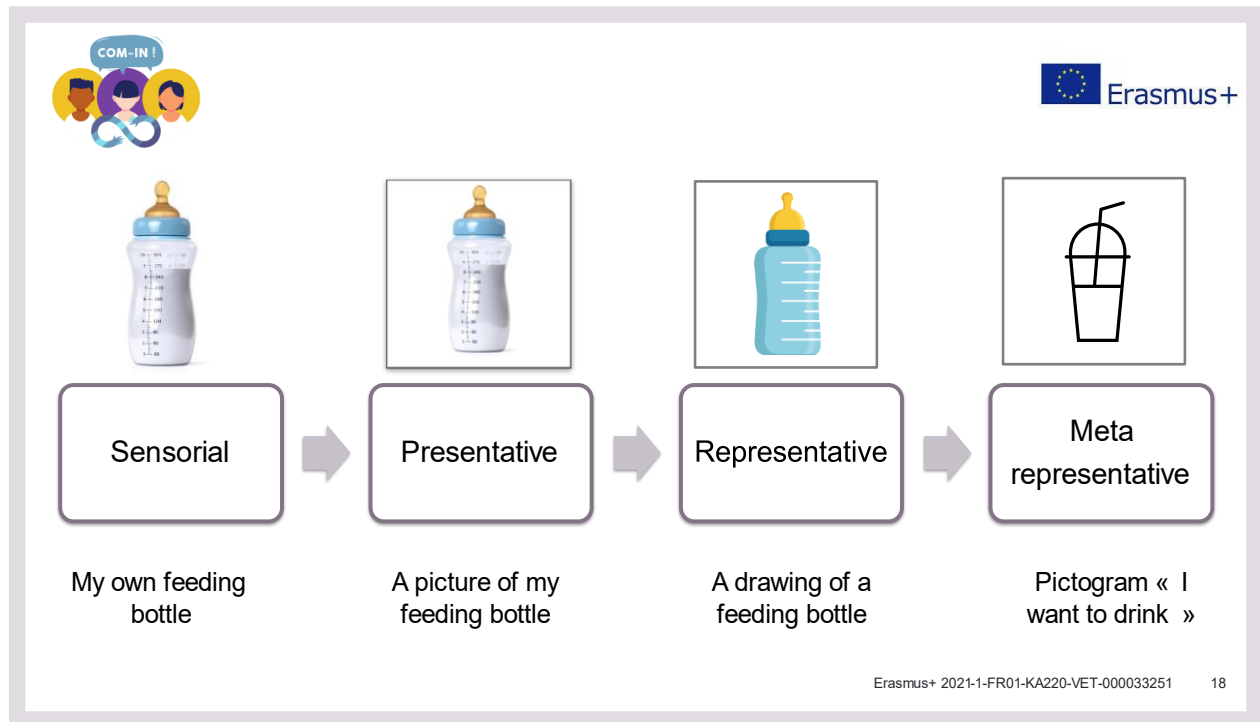
The tool can be used to determine the type of visual representations to which the person has access and their level of symbolisation. If we refer to Rowland's



Communication Matrix (2009), described above, we can then determine the next objective in terms of increasing the complexity of communication.

Notes :

Slide n°18



Content :

The tool can be used to determine the type of visual representations to which the person has access and their level of symbolisation. If we refer to Rowland's Communication Matrix (2009), described above, we can then determine the next objective in terms of increasing the complexity of communication.

The levels of representation can be:

- sensory
- presentative
- representative
- metarepresentational

Only the presentational and representational levels are assessed by ComFor2. This represents a level of use of concrete symbols (between 12 and 24 months if we refer to Rowland's Communication Matrix)

Notes :



Slide n°19



Sensorial

My own feeding bottle

Sensory level

- The most basic.
- One-way communication

The therapist brings the information to the beneficiary who:

- experiences her/his environment through the sensations it gives her/him,
- is unable to sort, match or give a sense to things,

Things and people only exist when they are physically present



Presentative

A picture of my feeding bottle

Presentative level

- Sorting level.
- Things go together because they match

The beneficiary matches identical objects by shape, color, size → salient perceptual features.

She/he does not access the meaning of what is sorted: ⚽ = ⚽ but ⚽ ≠



→ no generalization to other objects of the same category even based on salient perceptual features.

She/he relies on the here and now.

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Content :

Notes :

Slide n°20



Representative

A drawing of a feeding bottle

Sensory level

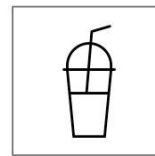
- Association level

The person can categorize familiar things based on meaning criteria.

Notions of time are accessible → possibility of proposing a timetable or a planning.



But ≠ ≠



Meta representative

Pictogram « I want to drink »

Presentative level

- The most abstract.

Object can be diverted from their usual use.

✎ pencil box

but also

✎ drawings activity

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Content :



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Sensory level :

-association level

The person can categorize familiar things based on meaning criteria.

Notions of time are accessible → possibility of proposing a timetable or a planning.

Presentative level :

-The most abstract

Object can be diverted from their usual use.

✎ pencil box

but also

✎ drawings activity

Notes :

Slide n°21



6.1.5 Limits and constraints of a visual code



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Type of constraints	Description of limits
Equipment	<ul style="list-style-type: none">- difficulty in keeping the communication folder available for the child (e.g., stowing it in the chair involves additional constraints),- some caregivers forget about the binder or are unaware of its existence,- low investment in the communication code by the beneficiary.
Linked to the characteristic of the exchange	<ul style="list-style-type: none">- the interlocutor sometimes must intervene physically to scan the pages of the folder and wait for the beneficiary to validate a pictogram.- exchanges are often costly not only in terms of motor skills but also attention → the slowness and complexity of certain exchanges can be a source of fatigue and loss of message flow.- scanning multiple "irrelevant" concepts can also create interference
Linked to the widespread use of the communication material	<ul style="list-style-type: none">- the tools do not enable the older beneficiary to access advanced language skills and communicate in a way that is equivalent to natural speech.- content is limited both quantitatively and qualitatively.- subtlety, humour, second degree, etc. remain difficult to access.- it is often access to written language that enables exchanges to be optimized²¹

Content :

Notes :



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Slide n°22



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Content :

Notes :

